

Visual & Performing Arts Curriculum

Mt. Blue RSD

Approved 3/24/09

Alignment with MLR

Contains:

Music Curriculum, Grades K-8

Choral Music Curriculum, Grades 5-12

Music Curriculum
Grade Kindergarten

A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Music Difficulty

MK.1 Students accurately perform a short musical selection vocally, while modeling proper posture and *technique*, alone or with others.

Notation and Terminology

MK.2 Students identify and read musical notation, symbols, and terminology of dynamics.

MK.2.1 Read/sing/play quarter note “ta” and “ta rest”

MK.2.2 Can hear and describe loud and soft in a variety music listening examples

Listening and Describing

MK.3 Students listen to and identify same/different musical sounds and steady beat; loud/soft, fast/slow.

B. Creation, Performance, and Expression – Music: Students create, perform, and express through the art discipline.

Style/Genre

MK.4 Students create or perform short musical selections of various musical styles and genres accurately applying selected knowledge and skills of: proper posture and technique, notation, symbols.

Composition

MK.5 Students use knowledge and skills of standard and non-standard notation, symbols.

C. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

Application of Creative Process

MK.6 Students identify and demonstrate creative problem-solving skills. Approved 3/24/09

MK.6.1 Improve to solve problems in creating music.

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate music.

Aesthetics and Criticism

MK.7 Students observe, listen to, describe and ask questions about music.

MK.7.1 Describe the music by applying grade span appropriate music concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.

MK.7.2 Ask questions about music to further understand how the musician created/performed the work.

MK.7.3 Recognize a variety of purposes for making/performing music, including telling a story and communicating emotions and ideas.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

The Music and History and World Cultures

MK.8 Students identify family or community symbols and celebrations in music from different world cultures. Students experience music as it helps people understand history and/or world cultures.

The Music and Other Disciplines

MK.9 Students identify connections between music and other disciplines.

Goal-Setting

MK.10 Students identify choices that lead to success in music.

Impact of Music on Lifestyle and Career

MK.11 Students identify the arts in life experiences.

MK.11.1 Identify the activities and careers of a musician.

MK.11.2 Describe music activities.

MK.11.3 Describe the way music can make people feel.

Interpersonal Skills

MK.12 Students identify positive interpersonal skills that impact the quality of their art and participation in music.

MK.12.1 Getting along with others

MK.12.2 Respecting differences

MK.12.3 Working as an ensemble

MK.12.4 Managing conflict

MK.12.5 Accepting/giving/using constructive feedback

MK.12.6 Accepting responsibility for personal behavior

MK.12.7 Demonstrating ethical behavior

MK.12.8 Following established rules/etiquette for observing/listening to music

MK.12.9 Demonstrating safe behavior

Music Curriculum Grade One

A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Music Difficulty

M1.1 Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.

Notation and Terminology

M1.2 Students identify and read musical notation and symbols.

M1.2.1 Read “ta” quarter note, “ta quarter rest and “ti-ti” eighth notes in 2/4, 3/4 and 4/4 meter signatures.

M1.2.2 Identify by listening and describing the concept of music dynamics.

Listening and Describing

M1.3 Students listen, identify and move to music meter (groups of beats in 2, 3 and 4) and simple forms and attributes including loud/soft, fast/slow, high/low, and long/short and steady beat.

B. Creation, Performance, and Expression – Music: Students create, perform, and express through the art discipline.

Style/Genre

M1.4 Students create or perform short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.

Composition

M1.5 Students use knowledge and skills of standard and non-standard notation, symbols, and terminology of dynamics.

C. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

Application of Creative Process

M.1.6 Students identify and demonstrate creative problem-solving skills.

M1.6.1 Improvise to solve problems in appropriate grade level music performance.

M1.6.2 Imagine and share solutions to apply to challenges in creating music.

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate music.

Aesthetics and Criticism

M.1.7 Students observe, listen to, describe and ask questions about music.

M1.7.1 Describe music by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.

M1.7.2 Ask questions about music to further understand how musicians created/performed the music composition.

M1.7.3 Recognize a variety of purposes for making/performing music, including telling a story and communicating emotions and ideas.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

The Music and History and World Cultures

M1.8 Students identify family or community symbols and celebrations in music from different world cultures. Students explain that music helps people understand history and/or world cultures.

The Music and Other Disciplines

M1.9 Students identify connections between and among the arts and other disciplines.

Goal-Setting

M1.10 Students identify choices that lead to success in music.

Impact of Music on Lifestyle and Career

M1.11 Students identify the music in life experiences.

- M1.11.1** Identify the activities and careers of a musician.
- M1.11.2** Describe common music activities.
- M1.11.3** Describe the way music can make people feel.

Interpersonal Skills

M1.12 Students identify positive interpersonal skills that impact the quality of their music and participation in music.

- M1.12.1** Getting along with others
- M1.12.2** Respecting differences
- M1.12.3** Working as a team/ensemble
- M1.12.4** Managing conflict
- M1.12.5** Accepting/giving/using constructive feedback
- M1.12.6** Accepting responsibility for personal behavior
- M1.12.7** Demonstrating ethical behavior
- M1.12.8** Following established rules/etiquette for observing/listening to music
- M1.12.9** Demonstrating safe behavior

Music Curriculum Grade Two

A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Music Difficulty

M2.1 Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.

Notation and Terminology

M2.2 Students identify and read musical notation, symbols, and terminology of dynamics.

M2.2.1 Read whole and half notes in 4/4 meter signatures.

M2.2.2 Identify symbols and terms referring to dynamics; also repeat sign, verse, refrain.

Listening and Describing

M2.3 Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short and steady beat.

B. Creation, Performance, and Expression – Music: Students create, perform, and express through the art discipline.

Style/Genre

M2.4 Students create or perform short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.

Composition

M2.5 Students use knowledge and skills of standard and non-standard notation, symbols, and terminology of dynamics repeat signs verse, refrain.

C. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

Application of Creative Process

M2.6 Students identify and demonstrate creative problem-solving skills.

M2.6.1 Improvise to solve problems in music.

M2.6.2 Imagine and share solutions to apply to challenges in creating music.

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate music.

Aesthetics and Criticism

M2.7 Students observe, listen to, describe and ask questions about music form (AB, ABA, Rondo).

M2.7.1 Describe the musical form by applying grade span appropriate concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.

M2.7.2 Ask questions about musical form to further understand how the musician created/performed music.

M2.7.3 Recognize a variety of purposes for making/performing music, including telling a story and communicating emotions and ideas.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

The Music and History and World Cultures

M2.8 Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures. Students explain that the visual/performing arts help people understand history and/or world cultures.

The Music and Other Disciplines

M2.9 Students identify connections between and among the arts and other disciplines

Goal-Setting

M2.10 Students identify choices that lead to success in music.

Impact of Music on Lifestyle and Career

M2.11 Students identify music in life experiences.

- M2.11.1** Identify the activities and careers of a musician.
- M2.11.2** Describe common music activities.
- M2.11.3** Describe the way the music can make people feel.

Interpersonal Skills

M2.12 Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

- M2.12.1** Getting along with others
- M2.12.2** Respecting differences
- M2.12.3** Working as a team/ensemble
- M2.12.4** Managing conflict
- M2.12.5** Accepting/giving/using constructive feedback
- M2.12.6** Accepting responsibility for personal behavior
- M2.12.7** Demonstrating ethical behavior
- M2.12.8** Following established rules/etiquette for observing/listening to music
- M2.12.9** Demonstrating safe behavior